

## ABSTRAK

Pertanyaan guru telah lama dianggap sebagai alat mengajar, termasuk dipengajaran terkini, pengajaran berbasis teks. *Building knowledge of the field* yang bertujuan membangun pengetahuan siswa merupakan salah satu tahapan dalam pendekatan berbasis teks. Pertanyaan guru dianjurkan digunakan dalam membangun pengetahuan siswa selama BKOF. Sayangnya salam beberapa hal guru kesulitan memberikan pertanyaan yang efektif.

Oleh karena itu, studi kasus ini membahas pertanyaan guru selama BKOF. Studi ini bertujuan menelaah jenis-jenis pertanyaan berdasarkan taksonomi yang diperbaharui dari Anderson (2001), modifikasi pertanyaan dari teori Wu (1993) dan pengetahuan guru mengenai pertanyaan selama BKOF yang dikaitkan dengan pandangan-pandangan yang relevan.

Studi ini menggunakan kualitatif deskriptif sebagai rancangan penelitiannya, khususnya studi kasus sebagai metode penelitiannya. Studi ini dilakukan di sebuah sekolah menengah atas negeri di Bandung melibatkan tiga guru sebagai partisipan. Observasi dan wawancara dilakukan untuk mengumpulkan data. Data yang terkumpul dianalisa dan dipaparkan secara kualitatif berdasarkan teori yang berkaitan.

Hasil studi menunjukan bahwa guru menggunakan beragam pertanyaan, yang meliputi pertanyaan remembering, understanding, applying, analyzing, evaluating dan creating. Pertanyaan tingkat rendah, remembering dan understanding, merupakan pertanyaan yang paling sering digunakan. Berdasarkan hasil investigasi, pertanyaan dapat memfasilitasi pembelajaran siswa selama BKOF,. pertanyaan mendorong siswa berfikir lebih baik, memahami teks, berpartisipasi dalam interaksi kelas, dan meningkatkan waktu berbicara. Beberapa masalah juga terjadi selama kegiatan bertanya. Pertanyaan tidak selalu relevan dan efisien dalam mendorong partisipasi siswa.

Guru dianjurkan sejalan dengan prinsip ketika melakukan kegiatan bertanya. Guru sebaiknya menggunakan pertanyaan yang beragam dan tingkat pertanyaan level tinggi. Hal ini dapat membantu siswa mengembangkan kemampuan berfikirnya. Guru juga dianjurkan menggunakan strategi bertanya untuk menarik lebih banyak respon dari siswa.

## **ABSTRACT**

Teachers' questions have long been considered as a teaching tool, including in today's popular teaching, text-based one. Building knowledge of the field that aims to construct students' knowledge is one of the stages in the approach. Teachers' questions are suggested to be used in constructing students' knowledge during BKOF. However, in some cases teachers find it difficult to pose questions effectively.

Therefore, this case study dealt with the teachers' questioning during BKOF. It aimed to find out types of questions based on Anderson's (2001) modified taxonomy, question modifications adapted from Wu's (1993) theories and teachers' belief and knowledge in questioning during BKOF connected to some relevant points of view.

This study applied a descriptive qualitative research design, especially a case study as the research method. This study took place in a state senior high school in Bandung involving three teachers as the participants. Observation and interviews were conducted to obtain expected data. The collected data were analyzed and presented qualitatively based on the related theories.

The result indicated that mostly the teachers posed various questions, including remembering, understanding, applying, analyzing, evaluating and creating questions. Low level questions, remembering and understanding questions, were the most frequently asked questions by them. Based on the result of the investigation, the questions could facilitate students' learning during BKOF. The questions helped the students have better thinking process, have comprehension of texts, participate in classroom interactions, and increase their talk time. Some problems also occurred during questioning. The questions were not always relevant and efficient in engaging students' participation.

It is suggested for teachers that the use of questioning should be in line with suggested principles. They need to apply varieties of questions and higher cognitive levels of questions. This might facilitate students to develop their thinking ability. They also need to use strategies of questioning. The strategies are believed to invite more responses from students.

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***TEACHERS' QUESTIONING DURING BUILDING KNOWLEDGE OF THE FIELD IN GENRE-BASED LEARNING***

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